July 1, 2014

Donald Shively, Superintendent
Paducah Independent Schools
800 Caldwell St., P.O. Box 2550
Paducah, KY 42003

Dear Superintendent Shively:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2013-14 school year, the Kentucky Department of Education (KDE) conducted monitoring in Paducah Independent school district. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a "snapshot" of the district taken during our visit. It begins with identifying "Effective Practices". These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as "Common Concerns". This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.
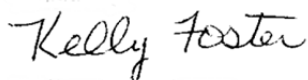
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at claude.christian@education.ky.gov or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky's education programs to better provide for our children.

Sincerely,

Kelly Foster

Kelly Foster, Ed.D.
Associate Commissioner
Office of Next Generation Schools and Districts

KF/CC/vb

KDE Consolidated Monitoring Report

District:	**Paducah Independent Schools**
Date(s) of Visit:	April 15, 2014 - April 18, 2014
Team Leads:	
Title I: Neil Watts	Title II: Carol Leggett
IDEA: Veronica Sullivan	Career and Technical Education: Kiley Whitaker
Alternative Programs: Sherri Clusky	

Highlight of Effective Practice 1

Programs Addressed	Alternative Programs		Career and Technical Education		IDEA	
	Title I		Title II	X	Preschool	

Data use
Data is intentionally used to drive professional learning and student services. As a result, teaching strategies are changed to meet student needs as they emerge.
For example, in the preschool program, the directors used the Early Childhood Environment Rating Scale, Revised (ECERS-R) and the Classroom Assessment Scoring Instrument (CLASS) to improve the environment and teacher/child interactions. These nationally normed tools provided data to help teachers understand what they could do to improve their professional learning. The Title II program is effectively using data, including TELL data, to inform the professional learning needs of teachers. By using results from Response to Intervention (RTI), STAR, Renaissance and common assessments, teachers evaluate the effectiveness of their instruction and Professional Learning Communities (PLCs) provide targeted, job-embedded professional learning to address their particular needs.

Highlight of Effective Practice 2

Programs Addressed	Alternative Programs		Career and Technical Education		IDEA	
	Title I	X	Title II	X	Preschool	

Private School
The relationship between Paducah Independent and the private school served through Title I and Title II is strong. Both entities work collaboratively to ensure quality professional learning is provided to the private school teachers and quality instructional services are provided to eligible students. Both entities commented on the high level of collaboration and support that is provided by each in the planning and provision of these services.

For example, the private school Title I program is planned heavily with consideration of private school comments and suggestions discovered through the consultation process. Consultation is ongoing, and private school officials commended district representatives on this effort and the open communication lines. The district Title II coordinator meets at least quarterly with the private school staff to ensure their professional learning needs are addressed.

Final Overview

There appears to be some collaboration between program staff at the district level, and school staff were complimentary of structures put in place to support their buildings. However, district leadership may consider furthering this effort to ensure all programs are providing support collaboratively. For example, the Title I and Title II programs are operating effectively due to structures put in place at the central office in support of district and school-level activities and programs. The district may consider evaluating these strong structures to ensure they are in place across all programs.

There were no common issues identified. However, there are opportunities for improvement outlined within individual program reports. Please see those reports for additional details or make contact with those programs' representatives